

SEPTEMBER, 1907

The NATIONAL CONGRESS of MOTHERS MAGAZINE

*National
parent teacher*

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"A little child shall lead them"

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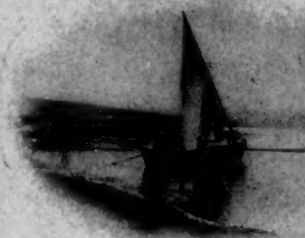
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National Congress of Mothers Magazine

Vol. II

SEPTEMBER, 1907

No. 1

REPORT OF THE CONFERENCE IN LOS ANGELES.

THE CLAIM OF THE CHILD ON THE TEACHER.

BY GEO. A. GATES, President of Pomona College.

First: let the teacher be a man or woman of intellectual ability and adaptability. He should be able to create an atmosphere that stimulates questions. The normal child is an animated interrogation mark. That attitude, though tormenting, should be encouraged. The dull teacher, the impression of whose class-room is that it is a grind of work, lacks the very first requisite, to say nothing of other requisites, for his work. Sometimes the proper treatment of questions is to suppress them; but the wise teacher can usually find ways of answering pupils' questions truthfully and with adequate accuracy. To suppress the habit of inquiry is a fatal mistake. To quench the attitude of mind which seeks to enlarge itself by getting out into the wonderful world in which we live, is wicked. The world's progress in general intelligence and in all about us is the direct achievement of the uneasiness of the human mind. The essential nature of intelligence is that it be inquisitive, and so progressive.

Second: the teacher should be able to exhibit the spirit of truth and sincerity. Not only exhibit, but inculcate that spirit until it is established. If the teacher possess the spirit of reverence for facts, of genuine humility in the presence of truth, and of frank, open sincerity under all circumstances, the atmosphere of that school-room will inevitably be wholesome. Such a spirit will create a pervading truthfulness. "Create" is not too strong a word; it is most exactly correct. Plato long ago called attention to the fact that in the realm of spirit we are, with philosophical strictness of speech—

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creators. That is a strong word, and for that reason I make bold to use it in this connection. No weaker word will express my sense of the obligation of the teacher in this respect.

Third: the teacher should be able to reveal the heart of the universe—that is, reveal God, to the minds under his responsibility. Is this requirement high? Yes. Even so high a demand should human society put upon the vocation of the teacher—even so high is the claim of the child. I am, of course, not speaking of technical creeds or of the details of religious conviction, or of the multitudinous opinions touching church organization and the claims of religious institutions. History of teaching, particularly in the public schools, is strewn with the wrecks of disaster along these lines.

But the teacher certainly, without infringing upon the pupils' and parents' rights, or even whimsicalities, can take the attitude of reverence toward the facts that he teaches; toward the universe which he studies; toward the spirits with which he deals, and so lead the children and youth to feel deeply the fine and high obligations of the moral law, and to see, with the eyes of the soul, the God that is over all and in all. So can reverence for human life, in its largest aspects, be imparted by the teacher.

Fourth: the crowning mission of the teacher is to help the home to send the child out into the world firmly rooted in *confidence*. Out in that world, the child must learn to stand on his own feet. What better equipment can he have than a worthy confidence in two things: first, that this is God's world; that is, confidence in God, in His leadership in the affairs of men, in His laws, His condemnations and His rewards. Confidence, second, that the child itself can succeed; that is, confidence in himself. A discouraging teacher is a most dreadful failure.

I have ventured to use the word confidence as containing the substance of what should be given to the child. Let me justify it by calling attention to the fact that confidence is the same as faith, only a little stronger. The Latin for faith is *fides*; "con" is an intensive particle. So confidence is a great word, meaning "strong faith." I call attention, further, to the fact that these two words, Faith and Confidence, are one with *Fidelity*, which means the realization and application and working force of faith and confidence. Fitted out with such equipment of mind and heart, the youth has at least a firm foundation on which to build. Such weapons are effective for the battles, fierce and long, which, in one form or an-

other, all must fight. Such spiritual tools are good to work out the actual living of one's life.

Fifth: is there not another word begging to be added here? With such foundations and weapons and tools, what shall be the motive of their use? Surely this: that the child shall be taught and trained in and for the only life truly great—the life of service—not what may I get for myself from my fellows, but what may I contribute to human life—human life, which contributes so much to me?

We hear the expression, "one wants the earth." Did we ever stop to consider what would happen to a man if he got it? Behold the man alone, and all the earth his sole possession. None to dispute his ownership, not even one to whom he can boast: "See my wealth and power." If one could live so, he would want to commit suicide before long. Is it not plain that, analyzed through, the only value is in what is shared with others? In other words, all that makes life desirable is the fact that others live, too. What do we plan to give in return? The answer to that simple question is the key to the solution of life's chief problems. Selfishness is not life, but death, of the spirit. Only generosity, kindness, out-giving, is real life. *That* only is life fit to go beyond.

May home and school unite to arm the next generation with this redeeming inspiration, this glorifying purpose of service to our fellowmen.

CONFERENCE ON PARENT-TEACHER ASSOCIATIONS.

Address of Mrs. E. C. Grice, Secretary of the National Congress of Mothers.

Numerous organizations in our country are working for the betterment of our school system. The Public Education Associations and the Women's Clubs are deeply interested in the improvement of our schools. This Congress, from its very inception, has emphasized this point that, for the perfect training of the child, home and school should stand together in the closest, most intelligent co-operation. With this end in view, it has devoted itself to forming what are called Parent-Teacher Associations.

Speaking as secretary of the Congress, I must tell you that letters come to my desk every day from our Circles and from many other sources, begging to be told the best way of forming and conducting these associations; and, as a concrete example is often more

suggestive than the most perfect set of rules, I am going to give you a brief outline of what has been done in one city.

Last year the New Century Club of Philadelphia called a meeting of persons interested in our system of public education. There were present the superintendent of schools, many leading principals of the same, women serving on school boards, representatives from the Women's Clubs, and the local Circles of the Mothers' Congress—a goodly number. The result of the meeting was the selection of a committee to promote the formation of parent-teacher associations throughout the city. The committee issued a little circular and sent it to all the schools, saying that it stood ready to assist any teacher who would like to hold parents' meetings. It offered help of a practical kind. It agreed to furnish, first, the equipment and materials for a social cup of tea; second, simple volunteer music, if that were desired; third, a speaker, who would explain the idea of the parent-teacher association, and would assist in forming one if it were deemed practicable. Our committee thought if we could secure three or four responses to our suggestion we would feel quite content with our effort. Up to the present time we have received thirty-one invitations, and regular meetings have been established in twelve schools. In October of this year delegates from these meetings will hold a conference on the further extension of the movement. We have met with some objectors, of course. I asked a teacher why she did not join this onward current and give us her help and inspiration. "What will we get out of it? What is there in it for us?" was the reply. In answer I related to her an incident or two, and these I now pass on to you.

Last November we had a note from a teacher, whose school is made up of little foreign children, asking some member of the committee to come to her building on the twenty-fourth of December. I consented to go. As the day came near I began to realize that it was a very hurried, busy moment in the year, this day before Christmas; that the weather was very cold, and it was much nicer to sit at home than to take that long, long ride in a street car. However, I went, and in due course reached that miserable old school-house. I'm sure in Los Angeles you haven't one anything like it; but it's the best those children will have for all their school days, I suppose. The parents came in—you know how—following close by the wall, their shawls over their heads. The teacher greeted each with her cordial smile, but every time the door opened and I saw another heavy,

stolid face I thought, "Is it worth while? Can anything be done here?" Before the exercises began the teacher told me that most of our friends were not of our thought about Christmas, and she had been careful not to hurt their feelings in the arrangement of her program. Then she brought out a little boy to speak for us. He was a fat, roly-poly little thing, and he stood up on a chair and told about the joys of the season, until the very spirit of Christmas filled the room, and those heavy faces gleamed with the light of mother-love; and as I saw it, I knew that it was "worth while."

The children sang, the teacher talked awhile, and my turn came to speak. Before I closed I said, "How many of you mothers would like to come here regularly once a month and talk about the children, and have a nice afternoon together like this one?" I told them I had friends who would be glad to come and confer with them and tell them what American mothers are trying to do for their children. Every hand was lifted, and they all promised to come; and as I shook their hands in parting, and looked into their brightened, friendly faces, I felt that the discomfort of my long, cold ride, that *any* sacrifice in this work was indeed "worth while."

We have a quarter of our city which is almost wholly English. A principal in this neighborhood asked us to come and hold a meeting, though she said she did not want any organization—she was afraid of it. "All right," we said, "we wish only to meet the parents and interest them in the work of the schools." As I stood receiving the parents with one of the teachers, a young couple came up to her, and the man said, "Are you Miss R——?" She smiled into his face, replying, "I am." He handed her a note, which read thus: "This will introduce to you my father and mother. They would like very much to see some of my work."

"Are you John Turner's father?"

"I am."

Then there was a hearty hand-shaking, because they both knew John, and that was a great bond. Then the father, in a very English voice, "And 'ow is Johnny getting along in his arithmetic?"

"Worst boy I ever had," said the teacher, laughing.

"I knew it, I knew it. I've been reasoning with him every night, but I can't get him to do a thing."

As he and the teacher were looking over Johnny's papers, the mother, a shy little thing, edged up to ask a question. And what do you suppose it was? It had nothing to do with mathematics, and

was only this: "Where does Johnny sit?" Wasn't that a motherly question? Don't you see what she wanted? She wanted to catch John's point of view. She wanted for just a minute or two to see John's world, as he lived in it every day. She went over and nestled down behind the little desk, and the father, in his round, jolly voice, called out, "Is it a comfortable place, Annie?" Is this only sentiment? Was it only sentiment when I asked the teacher, "Don't you believe John will be a better boy because his mother sat in that seat a little while?"

These simple incidents illustrate the touch we aim to secure between the teacher, trained to her profession, and the mother, wholly untrained in hers. To both will come a fresh inspiration and a new understanding; and the channel will be formed through which we can reach the home life of the country.

Recently some of us have been much concerned with the problem of moral education and its relation to the public schools, and we are forced to feel that there are certain eternal truths which must always be left to the teaching of the home.

Are you satisfied that the American home is doing its full duty to the future citizen? I am not. The wrecks that lie along our pathway show that our children need something more than we are giving them to-day. We look forward to the time when, through our Mother Circles, the motherhood of the whole land will be awakened to a new sense of its responsibility for the great work God has entrusted to its hands.

DISCUSSION.

Mr. Moore, Superintendent of Schools of Los Angeles, said: "Speaking as one who has three children, boys at that, making their way through the public schools; also as one who has had twenty-five years' experience as teacher and superintendent, I declare that this movement, which brings the parents into the schools again, is the most vitally interesting phase of all public educational work to me.

"During nearly all of my experience in school work the watchword has been 'Administration;' the dominating thought, that the schools belonged to the State, and that by bringing school work into the highest state of organization, and school teaching into a more and more perfect degree of system through regulative edicts from headquarters, and by keeping workers and teachers well in hand,

public educational work was to be brought to the highest state of perfection. And the local committee were to help us along by keeping out of the way. We have gone as far as we can under that watchword. It is not satisfactory. It may be satisfying to the people of European countries, but it does not satisfy the common sense of the American people. That common sense demands a new watchword, one which brings the parents into the school; that word is 'Co-operation.'"

Mrs. James, of Washington, D. C., said in her city they had begun their meetings with parents of the kindergarten, continuing them in higher grades.

Mrs. Smith—"We have found teachers quite willing to act as hostesses. The parents should prepare the program and take the burden of the work. Fathers and mothers should come to the meetings and come in touch with the teachers of their children. Usually the mother comes alone, but she takes back to the father news of what is being done. It is to him a matter of just as vital importance as to the mother."

Mrs. Wyatt thought mothers did not appreciate the necessity of attending the meetings, and suggested that it might be a good plan to have them visited in their homes and urged to more regular attendance.

Mr. Bettinger, Assistant Superintendent of Schools—"Many teachers desire parents to come to the school, but fear that they may come with a feeling of superiority, looking down upon the former as working women. This may seem to you improbable, but, nevertheless, I have found the feeling, and the consequence is, such teachers assume the defensive at once and stand aloof. As to attendance, if it were announced that the superintendent would be present and would gladly answer any questions they might ask, I am sure they would come."

Mrs. Haswell, Chicago—"It was my privilege to send my children to the school of Prof. Francis W. Parker, one of the pioneer workers for this co-operation between home and school. He organized local centers for child-study, where a small group of mothers could get together and study intimately questions pertaining to their children. They met as often as once in two weeks. Often receptions were held, to which fathers came as well, and the children made up the program. You can understand how very interesting and helpful it was."

Mrs. Hull deprecated the defensive attitude taken by some teachers—the fear that some parent would be present who would call them to account for something which had happened during the month. The subject of allowing the child to go out during school hours comes up, perhaps, and is discussed by the parents. Something is said which makes a teacher feel she is unjustly criticised, and she goes home, thinking the Child-study Club has done nothing but hurt her feelings. Mothers should be brought to feel the great earnestness on the part of most teachers to help their boys and girls. It is an inspiration to find here so many who are interested in other people's children as well as their own. They tell me the shortcomings of other children and help me to help the parents. It is all done in kindness and good-will. For years we pushed this movement off, but we welcomed it when it came in the right spirit.

Mrs. King thought if the parents were half as much interested as the teachers success would be certain. It is the teacher with the trained mind and the loving interest in the education of the child who stands by to the end.

Mrs. Brownlee—"If a mother, as she sends her child to school in the morning, would send a kind word to the teacher; if, when we go into the schools, we take the attitude of wanting to know what we can do to help, then the teacher's mind will be at rest, and she will feel that we are her friends."

Mrs. Schoff told the incident of the little girl who urged all the mothers she met to attend the Parents' Meetings. When asked the reason, she said her own mother was so different, so much more patient, since she had been attending them.

Mrs. John A. Logan gave pleasant reminiscences of her own childhood and paid glowing tributes to the teachers of America, as well as to the mothers of the past. She spoke of the homage the greatest men of our nation, Washington, Lincoln and McKinley, paid to their mothers. "We speak of the lack of opportunity for the mothers to give their children advantages. Did it never occur to you that these great mothers *made* the opportunity for their children? You have a like privilege. Is it not in your power to so train your children that they may be ready for any emergency which may arise in our country?"

Mrs. Grice said, in closing: "You can be helpful to the schools even if you do not have a parents' association, but it is better to have one, and do not forget that it is better still to be forming a great association which will cover our land, wherein parents and teachers work hand in hand for the children."

OPENING SESSION—GREETINGS.

Welcome of Prof. Joseph Scott, President of the Board of Education, Los Angeles:

"You are meeting here on historic ground, on ground where long ago the mother was the beast of burden, forced to the most menial labor. Into the darkness and degradation of her life a little band of pilgrims came to uplift her to her proper place. You are gathered on this very spot to discuss some of the difficulties and solve some of the problems which have confronted the people ever since those early days. We thank you for selecting this spot, and assure you that Los Angeles is in sympathy with your efforts."

Address of Mr. Ernest C. Moore, Superintendent of Los Angeles Public Schools:

"I welcome you on behalf of Los Angeles, a city of civic righteousness, of ideals and aspirations, a city which I may truly say desires above everything else that it may train its children well.

"If we fully comprehend the fact that it is of more importance how a child is trained than of what parents he is born, we will appreciate the importance of this gathering. If the most important factor in making a man is the training the child receives, I submit that the mother and teacher are performing the most important of services for mankind.

"The art of the teacher is almost too fine an art for a human being to win; the art of dealing with the most delicate and valuable material we know, and of shaping it for social use, is of all arts the finest, and mothers and teachers are artists together in this great work.

"The correct standard of education is that it is the business of the school to get for every child that which the best homes would choose for their children. The best home is the standard we must maintain.

"If we follow step by step the evolution of education we will see that the father and mother were the first teachers. Education began in the home, and still belongs there, and the best and most successful teacher must always co-operate with the home."

Greeting of Mrs. Griffith, of the Woman's Christian Temperance Union:

"We of the White Ribbon ranks are glad to welcome the Mothers' Congress because we realize that your work means more to us than that of any other organization.

"It was said of Washington 'Heaven left him childless that a nation might call him Father,' so we may say that our dear Frances Willard was left childless that her heart might go out more fully to the forlorn and unmothered of the earth."

Madam Severance said:

"Emerson advises us to begin the training of the child with its grandmothers, and here you are doing that—training the grandmothers of the next generation. All womanhood is waking to the consciousness that we must not only give the children a helpful, loving atmosphere in the home, but we must try to secure the right conditions for them outside.

"The 'learning by doing' of the kindergarten is the natural impulse of the young creature. This should be followed by the manual training, so necessary in this life of ours, so long and strangely overlooked in our schemes of education.

"Since the child is by nature imitative, we can hardly overestimate the importance to his moral training of the evil example of the host of grafters, bosses and bribers who are the appalling evils of our time. We must do our utmost to discredit such unworthy models and place before our children the true heroes of the past and of to-day as their examples."

Greeting of Mrs. W. W. Murphy, President of the California Congress of Mothers:

"I was asked to voice the greetings of the women of California. They have already greeted you, have opened their homes to you, they have met you with smiling faces, and have tried to make you welcome, in their best way.

"When our Child Study Circles were first formed, it was thought to be a fad, but it has stood the test as a means of closely uniting home and school, and we stand here to-day to welcome you from that standpoint.

"One of the sweetest things that can come into a woman's heart is to feel a little, soft hand in hers, a little being in her arms which is her very own. Dearer than ever grows its father, whose love for the little one is different, though not less than hers. Day by day that love grows by what it feeds upon. Child Study Circles are built upon that which makes love broader, duty more alluring, men, women and children dearer to each other. The wise ones of earth still find their Star of Hope shining, ever shining around the head of a little child."

CONFERENCE ON PUNISHMENTS.

Led by Mrs. Roberts.

Mrs. Roberts spoke of the importance of forming character from the earliest months of a child's life:

"Self-control should be learned in babyhood. As soon as the child shows temper it is time to control it. Firmness and gentleness are the two essentials.

"One of the truest things about punishments is that they can often be avoided. The mother must be infinite in resources, in suggesting amusements and simple improvised playthings to keep the child happy and contented. When children show irritability they should often be made to lie down and rest until their nerves are quieter, thus avoiding the commission of naughty acts.

"Isolation is a powerful weapon. A child hates to be left alone, to feel out of the family life. If he has been naughty at the table, it is wise to have him eat for a while at a little table by himself until glad to return to the family circle.

"Story telling is a wonderful resource, quieting and amusing restless children, as well as a powerful agent in the building of right character, which is the one purpose of all proper punishment."

Mr. Bettinger, Assistant Superintendent of Public Schools:

"The other day I had occasion to look up the statistics as to suspension and corporal punishment in our public schools.

"Four years ago there were 218 cases of suspension, the next year 199, the following year 132 and last year 116. Four years ago there were 494 boys whipped, the next year 483, the next 441 and the fourth 377. At the end of the four years there were ten thousand more children in the schools than at the beginning.

"There are probably several agencies which have brought about this result, but one of the most important, I am convinced, is the Child Study Circles, one of which is in almost every school in this city."

Miss Bertha Hirsch:

"What is a punishment? We say it is a penalty—a penalty for the breaking of some law, is it not?

"The important thing to teach children, as well as men and women, is obedience to law. We must impress upon the child that he is to do certain things, not in response to our arbitrary desire, but in obedience to a law which has been found to be best for everyone. If a child is rude at the table he is breaking a social law. Every offense is a breaking of law."

Mrs. Wheat:

"Remember that when these little ones come to your home they do not ask to come; they look to you for the good which comes to them. The good mother, the trained mother, is ever alive to her responsibilities. She is ever patient, ever learning. She will listen, she will bear, and, above all things, the true mother will always be loving, loving, loving!"

WORK AMONG FOREIGN MOTHERS.

Mr. Ernest Gordon:

"My remarks are based on experience as a settlement worker at the Chicago Commons, among women of many types and nationalities.

"We should all have the greatest sympathy for the immigrant families which come to our shores. A large percentage of them have been a rural people and are suddenly thrust into the complexities and difficulties of the worst type of city life, the father consumed by the quest of a livelihood, the mother overwhelmed by the problems of the tenement.

"The children enter the public school, that greatest of Americanizing institutions, and here commences the change which makes for an inharmonious home life and the weakening of parental influence.

"It seems to me that we social workers should try to foster a respect for the language and customs of our foreign brothers. We cannot afford to lose their heritage of handicraft, folk-song, folk-lore, dances and customs.

"Our experience with clubs among the foreign women is that our instructions must be given in homeopathic doses covered over by a generous coating of sociability. Sometimes in our efforts to gather the women for educational and social purposes we run counter to race customs. Among the Latin races a woman's place is supposed to be at home and she is strictly forbidden by her husband to attend a class or club. Sometimes

we get around this by taking advantage of some economic necessity. A husband will frequently give his wife permission to attend a class where she makes the children's clothes when he would prohibit her going for a social time. At the conclusion of the work a short period of social enjoyment may be stolen by the busy mother."

STUDY OUTLINE.

SOPHIA LOVEJOY DICKINSON.

The Editorial Board of this magazine has arranged for a "Mother's Study Course" during the coming year; the lessons have been prepared by Mrs. Charles Dickinson, of Denver, and are intended for busy mothers who have not had time to read widely themselves and yet are interested to know what is said and done regarding motherhood, that will help in self training and in teaching children. Much of the material used in the lessons is taken from the work of men and women high in authority—the form only has been changed to make it available for busy mothers and other educators who may be interested in this necessarily brief and condensed course.

If any reader has any helpful suggestions to offer or material to add both the editors and the compiler will be glad to consider them.

LIFE'S RELATIONS.

- | | | |
|--------------------|--------------------------|---|
| | (a) Self-Conscious | |
| 1. SELF RELATION | (b) Un-Self-Conscious | (1) Physical
(2) Mental
(3) Moral
(4) Spiritual |
| | (a) Parents | |
| | (b) Brothers and Sisters | |
| | (c) Animals | |
| | (d) Attendants | |
| | (e) Guests | |
| 2. HOME RELATION | (f) Home Making | (1) Domestic Science
(2) Hospitality
(3) Influence in Community |
| | | (1) Individuals |
| | (a) Comradeship | (a) Religious, or Church
(b) Commercial
(c) Literary
(d) Social |
| | (b) School | (1) Private
(2) Public
(3) Institutional |
| 3. SOCIAL RELATION | (c) Economic | (1) Earning
(2) Spending |
| | (d) Humanities | (1) Charities
(2) Philanthropies |
| 4. CIVIC RELATION | (a) Town | |
| | (b) County | |
| | (c) State | |
| | (d) Nation | |
| 5. UNIVERSAL | (a) International | (1) Geographical
(2) Political (a) Arbitration
(b) Peace
(3) Commercial
(4) Social
(5) Religious |

THE SELF RELATION.

"When the fight begins within himself
 A man's worth something.
 Prolong that battle through his life,
 Never leave growing till the life to come."

If you glance at the preceding chart you will see a simple arrangement of life's relations, with subdivisions. Let us consider and copy it, because we need that broad outlook that comprehends the universe in its totality.

This method of studying one whole, in relation to other wholes, before considering the parts, is now the accepted method of presenting a new subject to a child; an additional fact is of most value to him when he sees clearly the relation—consequently the value—of the new fact to his already acquired facts. This is as clearly true of the adult mind as of the younger mind; therefore, we use it in presenting the following lessons. Much of the art of living consists in keeping all things in their true relation.

It is evidently our duty to make the self as nearly perfect as possible, because into whatever other relation one enters, the self must perforce go as part of each and every other relation. "Self trust is the first secret of success."

As we look back over our experience whom do we remember as our greatest inspiration? Is it not those who took an interest in us as individuals? Those who inspired us to make the most of ourselves? Those who helped us to evolve the self relation? This is the best analysis of teaching ability: get the child's point of view, then induce him to take the next logical step. We believe this to be the great secret of success in the methods of the modern Juvenile Court. The Judge gets the child's point of view, then proceeds accordingly. Perhaps some of the wrong which is now cured, helped, punished, or otherwise dealt with in the courts will, in the wiser days coming, be arrested or prevented in the homes and the schools by means of evolving the self-relation.

As we cannot all have an expert critic to analyze, criticize and suggest, let us study the principles of criticism and then apply them to ourselves as entities. This ability to regard our organism from an outsider's point of view is in itself an interesting psychological study and of more definite and practical help and inspiration than one can believe until he tries it. Possibly the power to see ourselves as others see us lies in the training of the self. "Be sure of the foundation of your life. Know why you live as you do. Do not in such a matter as life build on opinion, custom, or what you guess is true; make it a matter of certainty and science."

When you begin this study do not waste time in foolish regrets, perhaps saying to yourself: "I have begun too late to think along these lines; if my attention had been arrested earlier I might have done something with myself; now it is too late." We answer, "Nonsense, there are always compensations; they are part of God's justice." Take the thought "Know thyself," which in a broad sense means to know the strong points of attainment as well as the weak ones. Set aside all the strong and good points as a foundation upon which to build your reconstructed better self, which is to be the keynote of all other relations in your life; and is to influence all other persons in your environment.

The method of developing the self relation is by means of the conscious, self-conscious and un-self-conscious conditions and their intermediate steps.

(See chart.) The conscious stage is when the little human being realizes his ego, realizes that he has an entity separate from the world around him. This stage belongs especially to the home and the nursery; this condition soon emerges into the self-conscious condition, which is very trying both to the individual and the observer. The self-conscious stage is the unskilled age, when one must think which hand to give for shaking, which finger goes under the hand in playing a scale on the piano. Repetition gives familiarity and skill follows. A teacher must be patient while a pupil is becoming familiar with the peculiar office of an adjective and an adverb. We should remember that repetition gives skill and un-self-consciousness. Diversion does not always help a child. There are times when he must be held to conscious effort until it becomes un-self-conscious effort. If an adult began a new study the process would probably be the same, only the steps would be longer and he would take them more rapidly. Most human beings suffer from timidity, bashfulness and self-consciousness, which are phases of the same self-condition. Can this excess of self be overcome? Certainly, just let the person keep at a thing until he does it without an excess of his relation to the thing done. In other words, "experience makes perfect."

The human organism may be divided into parts, as: physical, manual, mental, spiritual. This organism seems more or less complex, but when in normal condition it forms one harmonious whole, a wonderful mechanism, capable of great endurance and producing results both physical and spiritual, which was evidently the purpose of the master mind creating it. Having received this marvelous machine it is clearly the duty of each individual to keep it in good working order, and train it toward perfection. "Somewhere in the hidden secret of every soul is the gleam of a perfect life."

Inspection, supervision, specialization are among the methods of modern life. The wise mother, at proper intervals, takes her child to the doctor, the dentist, the shoemaker, and the gymnast, for skilled and scientific help; not only for cures and remedies, but for more important prevention; her chief aim is to prevent curvature of the spine, deformed feet which result from ill-fitting shoes, and indigestion, an inevitable result of injurious foods. After the specialists are through with the parts of the child to which their respective specialties relate, there is still an important mission for the wise mother. What is it? To sit down sighing for a simple life, in the midst of our modern complexities? Certainly not. A mother has no time for worries and discouragements. Using her knowledge and experience, she must put into the best possible shape all the wise suggestions of specialist and teacher; but most important of all, the child's ideas, tastes and suggestions must be considered as part of the whole. To help a child develop his best self is the most difficult and the most interesting work yet revealed to mothers. It is an art to teach a child the use of the handkerchief and of the knife and fork. Indeed, teaching personal manners is so difficult that the higher institutions of learning have never attempted it. It is no unusual thing to see a college graduate, able to utter his native tongue, and several foreign ones, correctly, who yet is deficient in personal neatness or uses a nasal twang in speaking. Of course his mother should have taught him, but if she did not, why did not the president of his college, when he saw the student's need of training, teach him proper personal manners as the most important foundation for other things called learning?

A frequent theory is, that a man must learn all things included in the self relation from observation only. Our conclusion is that a man who does not have it from intuition or from the home is too thick skinned to learn it from observing another, and must be told, point blank, of his shortcomings. Children should be brought up to endure criticism as they do foot ball knocks and injuries; in other words, they should be able to look at themselves as they do at others. Many a person who cannot endure hearing the handkerchief used at the breakfast table, or a hacking cough, may have worse habits himself and yet be unconscious of them. A trying task of the teacher and the mother is to tell the child and pupil that he has disagreeable personal habits; and a difficult one is to find wisdom enough to help him overcome them.

A mother should study her child as a critic, yet trying to help Nature, not thwart her. Decide what the natural tendencies are, then help those to develop. A child is a composite of both parents, but exactly like neither. Fortunately the easiest task comes first to a mother; that is, the physical training of her child is less subtle and intricate than the mental, and spiritual.

A mother should have physical health and vigor. If she is ill, let her get as nearly well as possible; she will soon see the way more and more clearly to better health and more strength if she only keeps trying. A woman who is physically strong makes a better mother than she would if she were physically weak. We sometimes hear a certain class of pessimistic authors and public speakers underrate physical attainments, and they quote Pope, Mirabeau, Byron and others in illustration of their theory. It is more logical to say that these men succeeded in spite of physical infirmities, not on account of them.

As we have said elsewhere, the essential principles of health are fresh air, food and exercise. Children should breathe correctly, have suitable food, enough and not too much; systematic exercise, in addition to the spasmodic exercise of play. This is the truth in a nutshell. Perhaps you say "How to begin." First take pencil and paper in hand; always write when you wish to do orderly thinking; give the points in which you believe you are right. For instance, take the subject of fresh air. Are all your rooms ventilated, by at least one window opened top and bottom? Of course, the shade interferes; arrange it so it won't. Here is the principle; work it out and apply it as best you can. Go over yourself and household in all particulars; write down your strong points and put them aside; then take the things in which you think you could improve, and think out a plan which seems more or less reasonable before you begin your changes. We repeat, think it out first. Everything good must be formulated in thought. Mothers depend too much upon feelings, and not enough upon thinking, the desirable link between feeling and doing.

Have a few minutes each day for deep breathing. A physician says: "Twenty-five deep breaths daily will keep a woman healthy to a good old age, and land her safe in Heaven at last." If this is true it is certainly worth trying.

Eat plenty of plain food, and eat slowly. If tired and flurried rest at least five minutes before eating. Do not eat fashionable foods; eat what your stomach needs. A few exercises morning and evening will do much to keep one well. Even those who have too much hard physical work need some systematic muscular work to keep the muscular and nervous system balanced.

We omit the subject of clothes, because a woman who thinks out her plan of life will base it upon principle, and she will dress healthfully and simply.

A mother who thinks well will not worry, nor hurry, nor think foolish, weak, wrong thoughts. Elsewhere we give some suggestions on "Right and Wrong Thinking." Try to put in practice what you already know; in good time you will discover the hidden things you would inquire about."

The essential principles of life are simple however complex the subdivisions and applications may be; it is well to be simple rather than complex, especially in all teaching. A bad habit is a continuous violation of a principle or law. All bad habits cannot be cured—that is, good ones put in place of bad ones—but it is possible to arrest both tendencies and habits; for instance, if a person with rounding shoulders begins late in life to overcome this result of inadequate breathing and unhealthy position of the vital organs he may have difficulty in lengthening the muscles of the chest and shortening the muscles of the back, but he can, at least, keep his shoulders from becoming more rounded. This method of arresting tendencies may be indefinitely applied.

The most powerful and longest to endure of the nations will be the one which produces the finest type of individual. The strongest and best self you evolve, the better friend, sister, wife, mother and citizen you will be, because the self is the basis of all the other relations in life. "Self-reverence, self-knowledge, self-control, these three alone lead life to sovereign power."

QUESTIONS ON THE SELF RELATION.

1. What kind of training do you give yourself?
2. Do you think out your plans?
3. Do you eat properly, and suitable foods?
4. Do you breathe well?
5. Do you worry?

QUESTIONS CONCERNING YOUR WORK FOR YOUR CHILDREN.

6. Do you keep any record of your child's growth, or development?
7. Do you recall early fears, or superstitions?
8. What have you ever gotten from any source to help you in teaching your children?

Note for the leader:

Furnish each member of the class with pencil and paper, put the outline before the class to be copied before the paper is read.

At the close of the paper have the questions for discussion presented for the class to copy, but do not have them exposed during the reading of the paper.

Encourage the mothers to supply themselves with suitable books into which they can copy the outlines and questions; these will give them something definite to carry home and think about till the next lesson.

ANNOUNCEMENT OF FALL MEETINGS.

Illinois. Illinois University Buildings, Urbana, October 2d, 3d and 4th.

New York. Oneida, October 22d, 23d and 24th.

New Jersey. Montclair, November 15th and 16th.

Pennsylvania. Harrisburg, Y. M. C. A. Building, November 7th and 8th.

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THE NATIONAL CONGRESS OF MOTHERS IN LOS ANGELES

The National Congress of Mothers owes much to the women of the California Congress of Mothers, whose generous hospitality, loving thoughtfulness and fine executive ability left nothing undone for the comfort, pleasure and profit of delegates and visitors.

Every delegate, every officer, and even visitors were entertained, and the local committees were untiring in their effort to make the Congress a success. That they set a high standard for the future conduct of the conferences every one who was there will admit. The spirit of harmony and love prevailed. The women were there with a single purpose, viz.: to better the opportunities for every child, and to consider every possible means of accomplishing that purpose. The superintendents of schools, teachers, Judge of the Juvenile Court, probation officers, college president, clergymen and business men gave their encouragement and help to further the purposes of the Congress.

Every church took the child for the subject of the service on the Sunday the Congress was in session.

Rev. Robt. J. Burdette, who has a church which brings together three thousand people, had a special service arranged for the delegates and invited them to attend.

The Polytechnic High School, with its fine equipment to make education of practical value, was thrown open for the inspection of delegates and made every mother wish all children might have the advantage of such a school.

The Mothers' Circles of Pasadena were not behind those of Los Angeles in hospitality. The luncheon and drive, the opportunity for informal meeting and acquaintance was appreciated and enjoyed. Many visited Santa Catalina under the guidance of our untiring California hostesses.

There were some shadows over the Congress. Every one was disappointed that illness prevented Mrs. Theodore W. Birney from attending. She went as far as Pittsburg, but was obliged to turn back.

MRS. CASS

The death of Mrs. Cass, who was one of the leading spirits in the California Congress, and whose last work on earth was to complete arrangements for the pleasure of the visiting members, brought a deep sadness to those who had been associated with her. The paper which she had prepared for the Congress was read by Mrs. Gibbs and made a deep impression. The thought that the hand which had penned the words for us was still; that she, whose last conscious thought had been for the children, had entered into the spiritual world, brought heaven near and gave a deeper consciousness that the work for childhood will not cease here, but that in the "many mansions" the beautiful mother-spirit may still find her work for His little ones.

THE NATIONAL EDUCATIONAL ASSOCIATION

The National Educational Association met in Los Angeles in July, celebrating its fiftieth anniversary.

Five national women's organizations had asked to co-operate in educational work. The Congress of Mothers was one of these. The National Educational Association voted to have a Department of Women's National Organizations, which should open the way to great progress on educational lines. The educators of the country have added a powerful strength to their own work and have made it possible for the Congress of Mothers to enter more fully into its special field in the formation of Parents' Associations in the schools. The Mothers' Congress, which has always stood for co-operation of home and school, rejoices that it may now officially co-operate with the National Educational Association.

JAMESTOWN

The Mothers' and Children's Buildings at the Jamestown Exposition, under the management of the National Congress of Mothers, have been in operation since June. The delay in receiving possession of the buildings made it impossible to open the work until then.

The Kindergarten and Day Nursery have cared for over six hundred children, while hundreds of women have visited the Library

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for Mothers and Children and have learned what the Congress of Mothers is and what it is doing. The Federation of Day Nurseries has given valuable help in the inauguration of the nursery work; the National Play Ground Association has a concession adjoining the Children's Building and is co-operating with the Congress in supplying a model play ground. Many representatives of the Congress have acted as hostesses during the summer.

**THE CONFERENCE
IN OCTOBER**

A conference of the Mother's Congress will be held in the Auditorium on October 10th, when it is hoped that the mothers of Virginia may organize a State Congress. October is the most beautiful month to visit the Exposition. The Mothers' and Children's Buildings will furnish a pleasant meeting place, and as the National Board of Managers will meet at that time, many of the earnest leaders in mother work will be at Jamestown. Every member of a Mothers' Circle who expects to visit the Exposition will find it a good time to be there. Come and see historic Jamestown and give your support and sympathy to the effort of our Southern brothers to commemorate the first white settlement in America.

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